VOLUME 5 INDEX

NO. 1, SPRING 1994 1–106
NO. 2, SUMMER 1994 107–205
NO. 3, FALL 1994 207–296
NO. 4, WINTER 1994 297–395

A

Academics: marginalization of, 297–299; and practitioners, 298–299
Active participation, 28. *See also* Participation
Adult learning: and collective team learning, 213–214; and excellence, 287–288; theory and participation, 29, 30, 36; and transactional analysis, 288. *See also* Learning
Americans with Disabilities Act (ADA), 93–97
Articles: "Augmenting Behavior-Modeling Training: Testing the Effects of Pre- and Post-Training Interventions," 169–183; "A Diagnostic Model for Team Building with an Illustrative Application," 317–336; "The Expatriate Family Firm and Cross-Cultural Management Training: A Conceptual Framework," 153–167; "Human Resource Development as an Occupational Culture Through Organizational Stories," 253–268; "Intercepting Managers' Attributional Bias Through Feedback-Skills Training," 41–53; "Linking Staffing and Training Practices with Business Strategy: A Theoretical Perspective," 237–251; "Literacy Patterns of Production Workers in Small Manufacturing Companies in the Oklahoma City Metroplex," 269–276; "Management Styles, Mediating Variables, and Stress Among HRD Professionals," 301–316; "Participation and Evaluative Outcomes in Management Training," 27–39; "Power and the Production of Knowledge: Collective Team Learning in Work Organizations," 213–235; "Preparing the Host Country Workforce for Expatriate Managers: The Neglected Other Side of the Coin," 337–352; "A Review of Cross-Cultural Research on Human Resource Development," 55–74; "Workplace Social Networks and Their Relationship to Student Retention in On-Site GED Programs," 141–151
Assessment: executive, 23; of training effectiveness, 285–286. *See also* Evaluation; Job competency assessment (JCA)
Attribution, 43–44
Attribution theory, 255
Attributional bias: fundamental, error, 42; intercepting/changing, 49–51; managerial, and least effective subordinates (study), 44–50; of managers, 41–42; predictable, 42
"Augmenting Behavior-Modeling Training: Testing the Effects of Pre- and Post-Training Interventions," 169–183
Authoritative management, 302

B

Baldwin, T. T., "Augmenting Behavior-Modeling Training: Testing the Effects of Pre- and Post-Training Interventions," 169–183
Baloff, N., "A Diagnostic Model for Team Building with an Illustrative Application," 317–336
Behavior-modeling training, and training interventions (study), 169–182
Benevolent management, 302
Bias: attributional, 41–51; disability, 96–97. *See also* Attributional bias
Bjorkquist, D. C., "A Model for Training Research from the Worker's Perspective," 111–129
Blakely, G. L., "Management Development Programs: The Effects of Management Level and Corporate Strategy," 5–19
Blomgren, G. W., "Letter to the Editor," 191
Bottom, W. P., "A Diagnostic Model for Team Building with an Illustrative Application," 317–336
Boverie, P., "Humor in Human Resource Development," 75–91

Brooks, A. K., "Power and the Production of Knowledge: Collective Team Learning in Work Organizations," 213–235; "A Review of Cross-Cultural Research on Human Resource Development," 55–74
Business culture. *See* Organizational culture
Business Ethics Study Team, *Business Ethics: The Roundtable*, reviewed, 292–296
Business Ethics: The Roundtable, reviewed, 292–296
Business strategy: and career development, 239–240, 243–244; defender, 244; and functional skill emphasis, 245–246; and human resource management, 237, 239, 248–249; and management development, 240; and managerial characteristics, 239, 245; prospector, 244; and quality research on, 238–240; and reward/compensation systems, 238–239; and skill breadth, 246–247; and skill source, 243–244; and staffing/training practices, 242–249; typolgies of, 240–242
Business training. *See* Russia, business training in

C

Canada, expatriate firms of (study), 153–164
Career development: and business strategy, 239–240, 243–244; and human resource development, 66–68, 204; and worker training, 122–123. *See also* Training and development
Carroll, J. B., "Helping or Hindering: Should Western OD Have an Unfettered Passport to the CIS?" 281–284
"CBT, CAI, EPSS, and Déjà Vu," 207–211
Center for Creative Leadership (CCL), 105
Change: organizational, and training, 137; and stress, 301–302, 311; in training structure, 133
Clardy, A., review by, 198–201
Collective team learning: and adult learning, 214–215; and dialogue, 214; and empowered team, 218–219; grounded propositions about, 228–229; historical/cultural perspectives on, 230–231; and information transfer, 214; and knowledge and power, 229–230, 231–232; and lost team, 220–221; and people's team, 221–222; and power distribution among team members (study), 214–233; process of, 222–224; research on, 213–214; and team types, 218–222; and team leadership, 227–228; in technical/social domains, 224–226; and winning team, 219–220
Commonwealth of Independent States (CIS), 281–283
Communication: and humor, 80; theory, 340–341
Competence at Work, reviewed, 391–395
Competencies: defined, 392; and instructional systems design, 200; scoring, 392; types of, 392
Computer-assisted instruction (CAI): current status, 208–209; Model T, 208; as new technology, 207; predictions about, 208
Computer-based training (CBT): current status, 209; as new technology, 207; and planning, 387–388
Computers: ancient, 207; defined, 207; history of, 207–208; and training/development, 102–103. *See also* Computer-assisted instruction (CAI); Computer-based training (CBT); New technologies; Technology
Conflict resolution, 196
Consultative management, 302
Continuous flow manufacturing (CFM), 189
Continuous improvement, 286
Cost leadership, 7
Creative problem solving (CPS) model, 193–197
Creativity training: effectiveness of, 196; and problem solving, 194; programs for, 194
Cross-cultural negotiation, 255–256
Cross-cultural research, and human resource development (survey), 56–70
Cross-cultural training: of expatriate firms (study), 153–164; and learning styles, 345–346, 348; research on, 337–338
Cultural frames, 56
Culture: business, 56–57; and compatibility, 56–57; and cultural frames, 56; and cultural norms, 57; and meaning-making, 56, 255–256; and national differences, 57; and storytelling, 256. *See*

also Occupational culture; Organizational culture
"Culture-Based Framework for Successful Business Training in Russia, A," 361–369

D

Developing Human Resources, reviewed, 202–205
"Diagnostic Model for Team Building with an Illustrative Application, A," 317–336
Differentiation, 7
Disabled employees: accommodation of, 95–96; and Americans with Disabilities Act, 93–97; and disability awareness training, 96; and disability bias, 96–97; and job descriptions, 95; needs of, 94–97; training of, 96. *See also* Employees
Distance learning, 207
Diversity. *See* Workforce diversity
"Does Your Economic Incentive System Really Improve Quality?" 185–190
Dooley, L. M., review by, 287–292

E

Economic incentive systems: bonus, 188; gainsharing, 186; goal of, 185; merit/skill-based, 186–188; negative effects of, 188; and process improvements, 189; profit sharing, 186; punitive nature of, 188; short-term nature of, 188; and teamwork, 188; types, 185–188
Editorial: "CBT, CAI, EPSS, and Déjà Vu," 207–211; "The Nature of *HRDQ*," 107–110; "On Being Both Academic *and* Relevant," 297–300; "Transitions and Changes," 1–4
Education: andragogical model of, 76; and humor, 85–90; systems models of, 101–102; vs. training, 99; workplace factors in adult (study), 142–151. *See also* Instructional systems design (ISD); Learning
Effectiveness: of feedback, 43; group, and group-performance model, 320–322
Empathy, and feedback, 43
Employees: attitudes of, 122–123; career development of, 204; development of, 203–204; disabled, 94–97; harassment of, 277–279; least effective, and manager feedback (study), 44–52; literacy of production (study), 269–276; overtaxed, 358; stereotyping of, by managers, 41; stress of, and management style (study), 302–314. *See also* Workers
"Employment Provisions of the Americans with Disabilities Act: Implications for HRD Practices," 93–98
Empowerment: of employees, 279; of human resource development practitioners, 258; and learning organization, 354. *See also* Power; Self-esteem
Ethics: and human resource development, 293; increased attention toward, 292; organizational, 293–294; professional codes of, 293; for training and development, 294
Evaluation: benefits of, 371; definitions of, 289, 371–372; expanding four-level, 377–378; four-level, framework, and five-level organizational questions, 376–377; harmfulness of, 371; of host country workforce training, 347–348; Kirkpatrick's model of, 372–373; organizational questions and, 373–376; planning, 375–376; of self-directed learning, 382, 384. *See also* Assessment; Program evaluation
Excellence: building organizational and training, 287–289; training instructors', 290
Exchange theory, 339–340
Executive Success Profile, The, 23
Executives: assessment of, 23; growth of (model), 23–24; paradoxes facing, 23. *See also* Managers
"Expatriate Family Firm and Cross-Cultural Management Training: A Conceptual Framework, The," 153–167
Expatriate family firms: business methods of, 157–158; corporate philosophy/identity of, 161; and cross-cultural management training (study), 153–164; human resources of, 162–164; organizational purpose/style/processes/communication of, 161–162; personnel selection of, 157; and training research, 159
Expatriate managers: corporate responsibility and, 341–342; and host country workforce training, 337–350; of small Canadian firms, 154–155
Expectancy theory, and worker motivation, 123

F

Family firms: expatriate, and cross-cultural management training (study), 153–164. *See also* Firms
Feature: "Invited Reaction: Level and Strategy Should and Do Make a Difference!" 21–25; "Invited Reaction: The Necessary Ingredient for Authentic Participation in the Planning Process for Training Is a Labor Union," 131–140; "Management Development Programs: The Effects of Management Level and Corporate Strategy," 5–19; "A Model for Training Research from the Worker's Perspective," 111–129
Feedback: and attribution, 43–44; and attributional bias with least effective subordinates (study), 44–52; effective, features, 43; and empathy, 43; and inquiry, 43; as managerial skill, 43; performance, 67; and specificity, 43
Firms: cross-cultural training of, 158–164; expatriate family, 157–158, 159–164; large, 157, 158–159; and market development, 156; personnel selection activities of, 157–158; small vs. large, 156. *See also* Family firms; Organizations
Flex: A Flexible Tool for Continuously Improving Your Evaluation of Training Effectiveness, reviewed, 285–287
Focus, 7
Forum: "A Culture-Based Framework for Successful Business Training in Russia," 361–369; "Does Your Economic Incentive System Really Improve Quality?" 185–190; "Employment Provisions of the Americans with Disabilities Act: Implications for HRD Practices," 93–98; "Helping or Hindering: Should Western OD Have an Unfettered Passport to the CIS?" 281–284; "Humor in Human Resource Development," 75–91; "The Learning Organization: An Integrative Vision for HRD," 353–360; "Letter to the Editor," 191; "Levels of Evaluation: Beyond Kirkpatrick," 371–380; "A Training Program for TQM in the Diverse Workplace," 277–279
Freeburg, E. W., "Employment Provisions of the Americans with Disabilities Act: Implications for HRD Practices," 93–98; review by, 193–198

G

Gainsharing, 186
Gaston, J. A., review by, 292–296
General Educational Development (GED) programs and workplace social networks (study), 142–151
Geroy, G. D., "Helping or Hindering: Should Western OD Have an Unfettered Passport to the CIS?" 281–284
Green, G., "Literacy Patterns of Production Workers in Small Manufacturing Companies in the Oklahoma City Metroplex," 269–276
Group development, four-stage model of, 325–326. *See also* Team building
Group effectiveness, and group performance model, 320–322
Group process, defined, 320
Group-performance model: application of, to team building (study), 323–334; of group effectiveness, 320–322

H

Hansen, C. D., "Human Resource Development as an Occupational Culture Through Organizational Stories," 253–268; "A Review of Cross-Cultural Research on Human Resource Development," 55–74
Harper, L. F., "A Training Program for TQM in the Diverse Workplace," 277–279
Harris, P. R., review by, 104–106
"Helping or Hindering: Should Western OD Have an Unfettered Passport to the CIS?" 281–284
Hinton, B. E., "Workplace Social Networks and Their Relationship to Student Retention in On-Site GED Programs," 141–151
Hoffman, J. F., "Humor in Human Resource Development," 75–91
Holton, E. F. III, review by, 202–205
Host country workforce (HWC) training: and communication theory, 340–341; and corporate responsibility, 341–342; evaluation of, 347–348; and exchange theory, 339–340; future research on, 348–349; importance of, 338–342; and instructional systems model, 342–348; and learning-style needs, 345–346, 348; and management training research,

337–338; and needs assessment, 343–345; and organization development, 341, 346; and participative management, 340; and productivity, 349; and prototype design, 345–346; and prototype development/implementation, 346–347; and strategic human resource planning, 341; and uncertainty reduction, 339
Human performance technology, 99
Human resource development (HRD): and Americans with Disabilities Act, 93–97; and career development, 66–68, 204; and competence, 297–298; conception of, 59; and corporate strategy, 7; and creative problem-solving model, 196; cross-cultural research on (survey), 56–70; and ethics, 293; and global business culture, 55; and human resource management, 202–205; humor in, 75–89; international practice in, 69–70; and leadership development, 205; and learning organization, 355; marginalization of, 298–299; as occupational culture (study), 253–266; organizational development in, 64–66; and performance appraisal, 204; and professionalism, 297–298; and program evaluation, 205; strategies for, 203; team building as, intervention, 317–318; training and development in, 59–64; unethical practice in, 297
"Human Resource Development as an Occupational Culture Through Organizational Stories," 253–268
Human resource development practitioners: occupational culture of (study), 253–266; psychological characteristics of, 258–260; stories of, 260–262
Human resource management (HRM): and business strategy, 237, 239, 248–249; and human resource development, 202–205; and job competency assessment, 393
Humor: characteristics of, 75–76; climate/conditions of, 80; considerations for use of, 85–89; and coping, 77; as defense mechanism, 77; defined, 75; and education/training, 85–89; and elation, 78; as equalizer, 76; and gender differences, 80–81; and incongruity, 76; in lectures, 81–82; and mood elevation, 77–78; and perception of life events, 77; physiological benefits of, 78–79; psychological benefits of, 76–78; and relevance, 86; and spontaneity, 85–86, 88; and systematic sensitization sequence, 86– 88; and teaching/learning, 79–85; in tests, 83–84; and timing, 86; types of, 82–83, 88
"Humor in Human Resource Development," 75–91
Hunter, R. A., review by, 385–391
Hypermedia, 207

I

Idea Power: Techniques and Resources to Unleash the Creativity in Your Organization, reviewed, 193–198
Incentives: compensation as, 30; importance of, 117; learning, 30; management training, 30. *See also* Economic incentive systems
Inquiry, and feedback, 43
Instructional systems design/development (ISD): and competencies, 200; described, 342; and human resource development, 203; and learner characteristics, 200; models of, 101–102; and non-English-speaking cultures, 348; and performance, 199; and performance objectives, 200–201; stages of, 343; strategies for, 200–201; and training, 99, 101; and work-setting characteristics, 200. *See also* Systems theory
Instructor Excellence: Mastering the Delivery of Training, reviewed, 287–292
Interactive multimedia, 207
Interactive videodiscs, 207
"Intercepting Managers' Attributional Bias Through Feedback-Skills Training," 41–53
"Invited Reaction: Level and Strategy Should and Do Make a Difference!" 21–25
"Invited Reaction: The Necessary Ingredient for Authentic Participation in the Planning Process for Training Is a Labor Union," 131–140

J

Jacobs, R. L., "The Nature of *HRDQ*," 107–110
Job competency assessment (JCA): application of, 393; design for studies of,

392–393 goal of, 391; models of, 392; and productivity, 391
Just-in-time training, and workplace diversity, 278

K

Kahnweiler, W. M., "Human Resource Development as an Occupational Culture Through Organizational Stories," 253–268
Kanzanas, H. C., *Mastering the Instructional Design Process: A Systematic Approach*, reviewed, 198–201
Kaufmann, R., "Levels of Evaluation: Beyond Kirkpatrick," 371–380
Keller, J. M., "Levels of Evaluation: Beyond Kirkpatrick," 371–380
Kirkpatrick's evaluation model, 372–373, 376–379
Klein, A. S., review by, 285–287
Klein, D. C., "Humor in Human Resource Development," 75–91
Klein, H. J., "Participation and Evaluative Outcomes in Management Training," 27–39
Knowledge, and power, 229–230, 231–232

L

Lane, M. S., "Management Development Programs: The Effects of Management Level and Corporate Strategy," 5–19
Lawrence, H. V., "Intercepting Managers' Attributional Bias Through Feedback-Skills Training," 41–53
Leadership: costs of, 7; development of, 205; team, 227–228; and training, 386; and workforce diversity, 104–106
Learning: by doing, 247; conditions and worker performance, 122–125; and cultural norms, 57; and depression, 78; high-performance, systems, 136; and host country workforce training, 345–346, 348; and humor, 79–84; incentives for, 30; ongoing workplace, 51–52; on-the-job, 24–25; participation in, 28; and problem-solving, 76; retention/reproduction of, 29–30, 100–101; sociological factors in, 142; stages of, 288; styles of, 36, 63–64, 345–346; truncated, 357; and work, 354. *See also* Adult learning; Collective team learning; Distance learning; Education; Learning organization; Problem solving; Self-directed learning (SDL)
Learning-by-doing, 247
Learning organization: barriers to, 356–359; and bureaucracy, 358; and culture of disrespect/fear, 357–358; defined, 354–355; and dialogue, 355; and diversity, 359; and human interaction, 354; human resource development strategies for, 355; and individualism, 357; and learned helplessness, 356; and "practice fields," 355; and sculpture, 354; and societal issues, 358; as transformative, 354; and truncated learning, 357; and tunnel vision, 356–357
"Learning Organization: An Integrative Vision for HRD, The," 353–360
Learning theory, adult, 29
Least effective subordinates (LES), and manager feedback (study), 44–52
Lectures: humor in, 81–82; and management training, 27–28, 30, 37–38
"Letter to the Editor," 191
"Levels of Evaluation: Beyond Kirkpatrick," 371–380
Lewis, T., "A Model for Training Research from the Worker's Perspective," 111–129
Lind, S. L., "Management Styles, Mediating Variables, and Stress Among HRD Professionals," 301–316
"Linking Staffing and Training Practices with Business Strategy: A Theoretical Perspective," 237–251
Literacy, definitions of, 269. *See also* Workplace literacy
"Literacy Patterns of Production Workers in Small Manufacturing Companies in the Oklahoma City Metroplex," 269–276
Lohman, M. C., 381–385

M

McClelland, M., "Humor in Human Resource Development," 75–91
McLean, G. N., "Transitions and Changes," 1–4
Management: complexity of, 5, 23; cross-cultural, 57. *See also* Human resource management (HRM); Management

development; Management style; Management training; Managers
Management development: and business strategy, 240; and international orientation, 17; and organizational strategies, 8, 16; research, 6
Management development programs: critical nature of, 22; designing, 28; and management level/corporate strategy (study), 5–17; off-the-shelf vs. custom, 22. *See also* Management training; Training and development
"Management Development Programs: The Effects of Management Level and Corporate Strategy," 5–19
Management style: authoritative, 302, 311; benevolent, 302; consultative, 302, 312; and employee stress (study), 302–314; types of, 302–303; participative, 302–303, 311–312, 340
"Management Styles, Mediating Variables, and Stress Among HRD Professionals," 301–316
Management training: and active participation (study), 30–38; cross-cultural, of expatriate firms (study), 153–164; cross-cultural, research, 337–338; and host country workforce training, 337–350; incentives, 30; lecture-discussion method of, 27–28, 30, 37–38; participative, 27–28. *See also* Feedback skills training; Management development programs; Training and development
Managerial skills: and managerial level, 6, 16; conceptual, 6, 15; entrepreneurial, 6, 15; feedback as, 43; human, 6, 15–16; on-the-job, 24–25; and promotion, 6; technical, 6, 15
Managers: attributional bias of, 41–42; and creative problem solving, 196; growth of (model), 23–24; and quality, 185–189; stereotyping of employees, 41. *See also* Executives; Expatriate managers; Management development; Management style; Managerial skills
Marginalization: of academics, 297–299; of human resource development, 298–299
Market development, and firm size/type, 156
Marsick, V. J., "The Learning Organization: An Integrative Vision for HRD," 353–360
Martinec, C. L., "Management Development Programs: The Effects of Management Level and Corporate Strategy," 5–19
Mastering the Instructional Design Process: A Systematic Approach, reviewed, 198–201
Meaning making, and culture, 56, 255–256
Medsker, K. L., review by, 99–103
Mitchell, G., *The Trainer's Handbook: The AMA Guide to Effective Training (second edition)*, reviewed, 385–391
"Model for Training Research from the Worker's Perspective, A," 111–129
Morrison, A. M., *The New Leaders: Guidelines on Leadership Diversity in America*, reviewed, 104–106
Motivation: and performance, 122–123; and pretraining, 180; and transfer of training, 124; and trust/loyalty, 136
Multinational corporations (MNCs): and host country workforce training, 338, 341–347; Japanese, 338
Muschewske, R. C., "Invited Reaction: Level and Strategy Should and Do Make a Difference!" 21–25

N

Nasierowski, W., "The Expatriate Family Firm and Cross-Cultural Management Training: A Conceptual Framework," 153–167
"Nature of *HRDQ*, The," 107–110
New Leaders: Guidelines on Leadership Diversity in America, The, reviewed, 104–106
New technologies: benefits of, 209–210; defined, 207; new types of materials of, 209–210; research questions about, 210–211; time/cost savings of, 209. *See also* Computers; Technology

O

Occupational culture: and human resource development (study), 253–266; as imported, 253–254; research on, 255
Oldknow, M., "Humor in Human Resource Development," 75–91
O'Leary-Kelly, A. M., "Augmenting Behavior-Modeling Training: Testing the Effects of Pre- and Post-Training Interventions," 169–183
"On Being Both Academic *and* Relevant," 297–300

Organization development (OD): as Anglo-Saxon phenomenon, 282; and Commonwealth of Independent States, 281–283; cross-cultural considerations, 281– 283; and host country workforce training, 341, 346; and team building interventions, 333
Organizational culture: and societal culture, 57; and storytelling, 256; and systems theory, 57–58. *See also* Culture
Organizational strategy: and cost leadership, 7; and decision-making processes, 7; and differentiation, 7; and focus, 7; grand, 8; and growth focus, 7, 16, 21; and human resource development, 7; and management development programs, 8; and organization size, 16; and retrenchment focus, 7, 16, 21; and stability focus, 7, 16, 21; typologies, 7–8, 21
Organizations: categories of, 7; challenges facing, 21–22; change in, and stress, 301; ethics programs for, 293; five-level model of, 374; and knowledge and power, 229–230; process-related questions for, 374–375; questions about, 373–376; resource-related questions for, 375; and systems theory, 57–58; and team learning, 231–232; and technological gains, 22. *See also* Firms; Learning organization
Otte, F. L., "Management Styles, Mediating Variables, and Stress Among HRD Professionals," 301–316

P

Participation: active, 28; and adult learning theory, 29, 30, 36; benefits of, 29; and cultural differences, 36; empirical evidence for, 30; and learning style differences, 36; and reproduction of learning, 30; and retention of learning, 29–30; and social-cognitive theory, 29–30; soliciting learner, 28; value of, 28
"Participation and Evaluative Outcomes in Management Training," 27–39
Participative management, 302–303, 340, 346
Patrick, J., *Training: Research and Practice*, reviewed, 99–103
Perception, 255
Performance: deficiencies, 121–126; defining, objectives, 200–201; human, technology, 99; and instructional systems design, 199; and learning conditions, 122–125; measurement, 200–201; and motivation, 122; and training, 99; and work environment, 121
Performance analysis/appraisal: and human resource development, 204; and training instructions, 289. *See also* Assessment; Evaluation
Personnel Decisions, Inc. (PDI), 23
Piskurich, G. M., *Self-Directed Learning: A Practical Guide to Design, Development, and Implementation*, reviewed, 381–385
Planning: evaluation, 375–376; macrolevel, 375, 379; megalevel, 375, 377, 379; microlevel, 375, 379; strategic human resource, and host country workforce training, 341
Power: distribution and collective team learning (study), 214–233; knowledge and, 229–230, 231–232; of law, 100; organizational authority and distribution of formal, 226; and team leadership, 227–228. *See also* Empowerment
"Power and the Production of Knowledge: Collective Team Learning in Work Organizations," 213–235
Powers, B., *Instructor Excellence: Mastering the Delivery of Training*, reviewed, 287–292
"Preparing the Host Country Workforce for Expatriate Managers: The Neglected Other Side of the Coin," 337–352
Problem solving: and creativity training, 194; creative, model, 193–197
Process improvements, and quality, 189
Productivity: and competencies assessment, 391; and host country workforce training, 349; and profit sharing, 119; and team building, 318; and workplace literacy, 275; workers' goal of, 111
Products, categories of, 185–186
Professionalism: defined, 298; in human resource development, 297–298
Profit sharing, 117, 186
Program evaluation, and human resource development, 205. *See also* Evaluation

Q

Quality: and business strategy, 247–248; categories of, 247; and economic incentive systems, 185–189; process-based,

247–248; and process improvements, 189; product-based, 247–248. *See also* Total quality management (TQM)
Quality function deployment (QFD), 247

R

Raghuram, S., "Linking Staffing and Training Practices with Business Strategy: A Theoretical Perspective," 237–251
Research. *See* Training research
"Review of Cross-Cultural Research on Human Resource Development, A," 55–74
Reviews: *Business Ethics: The Roundtable*, 292–296; *Competence at Work*, 391–395; *Developing Human Resources*, 202–205; *Flex: A Flexible Tool for Continuously Improving Your Evaluation of Training Effectiveness*, 285–287; *Idea Power: Techniques and Resources to Unleash the Creativity in Your Organization*, 193–198; *Instructor Excellence: Mastering the Delivery of Training*, 287–292; *Mastering the Instructional Design Process: A Systematic Approach*, 198–201; *The New Leaders: Guidelines on Leadership Diversity in America*, 104–106; *Self-Directed Learning: A Practical Guide to Design, Development, and Implementation*, 381–385; *The Trainer's Handbook: The AMA Guide to Effective Training (second edition)*, 385–391; *Training: Research and Practice*, 99–103
Rifkind, L. J., "A Training Program for TQM in the Diverse Workplace," 277–279
Ring, P. S., "Preparing the Host Country Workforce for Expatriate Managers: The Neglected Other Side of the Coin," 337–352
Rosen, S., "Invited Reaction: The Necessary Ingredient for Authentic Participation in the Planning Process for Training Is a Labor Union," 131–140
Rothwell, W. J., *Mastering the Instructional Design Process: A Systematic Approach*, reviewed, 198–201
Russ-Eft, D. F., "CBT, CAI, EPSS, and Déjà Vu," 207–211
Russia: awareness of past in, 362–363; old power elite in, 362; political/administrative changes in, 362
Russia, business training in: and attitudes toward information flow, 364; and audience for training, 363–365; and business reporting, 364–365; climate for, 362–363; guidelines for, 368–369; and hard vs. soft content, 367; and program design, 365–368; and simulation as intervention, 366–367; and successful trainer characteristics, 366; and translators, 367–368

S

Self-esteem, and stress, 303, 312–313. *See also* Empowerment
Self-directed learning (SDL): and competitiveness, 381; development time for, 384; evaluation of, 382, 384; and learner stages, 288; and learning centers, 383–384; organizational limitations/usefulness of, 383; as training method, 381–383; and workforce diversity, 381
Self-Directed Learning: A Practical Guide to Design, Development, and Implementation, reviewed, 381–385
Shouborg, G., Flex: *A Flexible Tool for Continuously Improving Your Evaluation of Training Effectiveness*, reviewed, 285–287
Skills: breadth of, 246–247; and business strategy, 243–244, 246–247; and defender strategy, 244; functional, 245–246; and prospector strategy, 244; source of, 243–244; specialization of, 246
Sloan, B. R., "Literacy Patterns of Production Workers in Small Manufacturing Companies in the Oklahoma City Metroplex," 269–276
Social cognitive theory, 29–30
Social learning theory, 57
Specificity, 43
Spencer, L. M., Jr., *Competence at Work*, reviewed, 391–395
Spencer, S. M., *Competence at Work*, reviewed, 391–395
Staffing-and-training practices: and business strategy, 243–248; categories of, 242–243
Statistical quality control (SQC), 248
Storytelling, 256
Strategic human resource planning, 341
Strategy. *See* Business strategy; Organizational strategy

Stress: costs of, 301; effects of, 301; organizational change and, 301; and participative management style, 302; personality variables and, 303, 312–314; and self-esteem, 312–313; and Type A behavior, 312–313
Students, General Educational Development, and workplace factors (study), 142–151
Systematic sensitization sequence, 86–88
Systems theory: and organizational culture, 57–58; and training, 101. *See also* Instructional systems design/development (ISD)

T

Team building: diagnostic model of (study), 323–334; failures of, 333; four-stage model of, 325–326; and future research directions, 332–333; and group-performance model, 320–322; and group satisfaction, 332; interventions, 325–327; and methodological conventions, 322–323; and organization development interventions, 333; and process issues, 319, 331–332; and productivity, 318; research on, 318–323; results and outcome measures, 319; and "reverse rigor" hypothesis, 318; theory of, 318; and Tycoon management simulation, 324–325. *See also* Group development
Team training, of human resource development practitioners, 278
Teams. *See* Collective team learning; team building; team training
Technology, and workplace changes, 115–116. *See also* Computers; New technologies
Thoms, P., "Participation and Evaluative Outcomes in Management Training," 27–39
Titus, A. A., review by, 391–395
Tomal, A., "Does Your Economic Incentive System Really Improve Quality?" 185–190
Tomal, D. R., "Does Your Economic Incentive System Really Improve Quality?" 185–190
Total Quality (TQ): and continuous improvement construct, 286; and human resource issues, 285–286
Total quality management (TQM), 277–279
Trainer's Handbook: The AMA Guide to Effective Training (second edition), The, reviewed, 385–391
Training: assessment of, 285–286; behavior-modeling, 169–170; change in, 133; delivery and instructor excellence, 287–291; and employee attitudes, 122–123; environmental impacts on, 388; and goal setting, 178, 181; and human capital/return on investment, 112; influences on, environment, 132; interventions and behavior-modeling training (study), 169–182; and leadership, 386; management domination of, 132–134; managing, function, 388–389; nature of, 386; needs, 61–62; and organizational change, 137; outcomes of, 121–126; and performance deficiencies, 121–126; planning/preparation for, 386–388; and practitioner attitudes, 134; program design in Russia, 365–368; purposes of, 60–61; and self-directed learning, 381; and simulation, 366–367; as social calmer, 137; support for, 62; team, 278–279; in tool use, 278; total-quality-management, 277–279; transfer of, 28, 35–36, 100–101, 124–125, 169–182 (study); worker-sensitive, 138–139; workers input in, 111–114, 131–132; and workplace operation, 134. *See also* Behavior-modeling training; Computer-based training (CBT); Cross-cultural training; Feedback skills training; Host country workforce (HWC) training; Just-in-time training; Management training; Russia, business training in; Staffing-and-training practices; Team training; Training instructors
Training: Research and Practice, reviewed, 99–103
Training and development: and behavioral theory, 99–100; computer-based, 102–103; and disability awareness, 96; of disabled, 96; and education, 99; ethics in, 294; and human performance technology, 99; and humor, 85–90; instructional design models for, 101–102; and learning styles, 63–64; managerial/executive programs for, 22; and methods, 62–63; and power-of-law practice, 100; strategies for, 102; and systems theory,

101; workbooks for, 285–286. *See also* Career development
Training instructors: and interviewing candidates, 288–289; managing excellence of, 290; performance analysis of, 289
"Training Program for TQM in the Diverse Workplace, A," 277–279
Training research: model of, 112–114; questions about, 126–128; and unions,
"Transitions and Changes," 1–4
Transactional analysis, 288
Transfer of training. *See* Training: transfer of
Tycoon, 324–325
Type A behavior, 303, 312

U

Unions: movement away from, 132; and worker involvement in training, 134–139

V

Vance, C. M., "Preparing the Host Country Workforce for Expatriate Managers: The Neglected Other Side of the Coin," 337–352
VanGrundy, A., *Idea Power: Techniques and Resources to Unleash the Creativity in Your Organization*, reviewed, 193–198
Vann, B. A., "Workplace Social Networks and Their Relationship to Student Retention in On-Site GED Programs," 141–151
Varner, C. H., "A Culture-Based Framework for Successful Business Training in Russia," 361–369
Varner, I. I., "A Culture-Based Framework for Successful Business Training in Russia," 361–369
Video Publishing House, Inc., *Business Ethics: The Roundtable*, reviewed, 292–296
Virtual reality, 207

W

Watkins, K. E., "The Learning Organization: An Integrative Vision for HRD," 353–360; "On Being Both Academic *and* Relevant," 297–300
Werner, J. M., "Augmenting Behavior-Modeling Training: Testing the Effects of Pre- and Post-Training Interventions," 169–183
Wexley, K. N., "Augmenting Behavior-Modeling Training: Testing the Effects of Pre- and Post-Training Interventions," 169–183; *Developing Human Resources*, reviewed, 202–205
Wilensky, A. S., "Human Resource Development as an Occupational Culture Through Organizational Stories," 253–268
Wiswell, A. K., "Intercepting Managers' Attributional Bias Through Feedback-Skills Training," 41–53
Workers: burnout of, 119; commitment of, 125–126; compensation of, 116–119; control over work of, 115; desire of, for productivity, 111; fit of, with environment, 120; health of, 119–120; investments of, 117, 123–124; involvement of, 123; job-related stress of, 116, 119–120; key interests of, 115; motivation of, 122–123; participation of, in training 132–134; and quality improvement, 116; and technology, 115–116; trainability of, 122; transfer of training of, 124–125; trust/loyalty of, 136; two-job, 118. *See also* Employees
Workforce diversity: increasing, 105; and leadership challenges, 104–107; and learning organization, 359; and self-directed learning, 381; and total quality management, 277–279
Workplace: conflicts in, 196; and expectancy theory, 123; harassment in, 277–279: models/research on, 141–142; power relationships in, 136; realizable goals in, 123; as social organization, 141, 150; social networks and student retention in (study), 142–151; socialization retention model of, 144–145; technological changes in, 115–116; and unions, 132
Workplace diversity: and creative problem-solving model, 196–197; and just-in-time training, 278
Workplace literacy: and competitiveness, 275; defined, 269–270; and economic development, 270; of production employees (study), 269–276; and worker performance, 270, 275. *See also* Literacy

"Workplace Social Networks and Their Relationship to Student Retention in On-Site GED Programs," 141–151
Wright, P. C., "The Expatriate Family Firm and Cross-Cultural Management Training: A Conceptual Framework," 153–167